

routines

/C:/Users/stherri/Documents/drdpkwebsite/routines.html

- Bring a preschool foundations key chain for the teacher(s). Together, look at the strands and substrands in the literacy foundation on the key chain along with a copy of the daily schedule. Help teacher identify different times in the day when there are opportunities for children to practice skills in each substrand.
- Ask what strand of language and literacy the teacher observes children doing the most naturally in play (listening and speaking, reading, or writing). As this may be the most interesting to the children, brainstorm with teachers how to incorporate this particular strand into the welcoming and farewell routine.
- Read *California Preschool Curriculum Framework, Volume 1*, page 119 paragraph beginning, "More word games.." Ask about the teacher's favorite childhood word game; some answers may include "The Name Game Chant," or "I Spy." If developmentally appropriate, brainstorm how to incorporate that word game into a daily opportunity (e.g., opening circle time or as a transition).
- Watch the video *Music Transitions* from the Visual and Performing Arts module. Discuss the phonological awareness component of the transition (e.g., patting box to syllables in students' names). Help the teacher find materials in the classroom and plan a time to recreate the activity as a transition.
- Together read the last paragraph on page 131 in the framework, Volume 1, "*Use print to support classroom routines...*" Find out which current classroom routine is most successful and why. If available, discuss how a written component may be replicated into other daily routines. If there is not a written component, brainstorm together how writing might be added to strengthen the routine even more.
- Make a list of daily transitions. Help the teacher choose two activities where writing can be incorporated. Suggest dismissing children from circle by writing the first letter of names on a board. By writing the letter and verbally modeling how the letter is created, children will begin to identify similarities and differences between letters; e.g., F and E and L.